

## ORANGEBURG 4 SCHOOL DISTRICT

6030 Slab Landing Road  
Cope, South Carolina 29038

**GRADES** PK-12

**ENROLLMENT** 4,239 Students

**SUPERINTENDENT** Dr. Sandra F. TonnSEN 803-534-8081

**BOARD CHAIR** Mr. Aaron Rudd 803-534-8081

**FISCAL AUTHORITY** District Board/County Board/Referendum

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	6	1	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### N/A

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

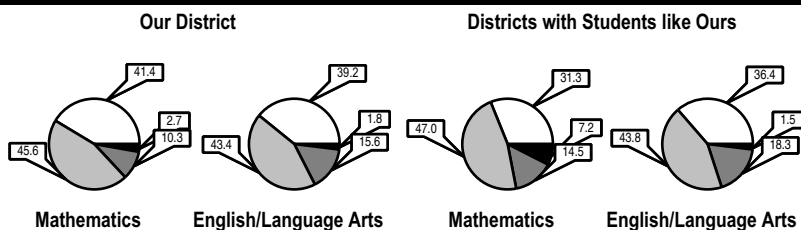
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

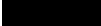



[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	N/A
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	<b>Our District</b>			<b>Districts with Students Like Ours</b>		
<b>Percent</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Passed all 3 subtests</b>	62.4	59.1	59.0	66.0	62.5	64.0
<b>Passed 2 subtests</b>	18.4	21.6	19.1	17.6	18.5	18.0
<b>Passed 1 subtest</b>	13.1	13.4	13.3	9.0	11.7	10.0
<b>Passed no subtests</b>	6.1	6.0	8.3	7.5	7.3	7.5

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	7.3	9.5
<b>Seniors who met the SAT requirement</b>	7.3	9.8
<b>Seniors who met the grade point average</b>	25.9	43.1

\*Using only the SAT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	2,055	99.0	39.2	43.4	15.6	1.8	17.4	17.6
Gender								
Male	1,053	98.6	46.9	41.0	11.0	1.1	12.2	17.6
Female	1,002	99.5	31.2	46.0	20.3	2.5	22.8	17.6
Racial/Ethnic Group								
White	923	98.9	29.2	45.4	22.3	3.1	25.4	17.6
African-American	1,119	99.1	47.5	41.9	9.8	0.8	10.6	17.6
Asian/Pacific Islander	2	100.0						17.6
Hispanic	9	100.0						17.6
American Indian/Alaskan	1	100.0						17.6
Disability Status								
Not disabled	1,785	99.4	36.1	44.8	17.0	2.0	19.1	17.6
Disabled	270	96.7	67.2	30.4	2.5		2.5	17.6
Migrant Status								
Migrant		0.0						17.6
Non-migrant	2,055	99.0	39.1	43.4	15.6	1.8	17.4	17.6
English Proficiency								
Limited English proficient	1	100.0						17.6
Non-limited English proficient	2,054	99.0	39.2	43.3	15.7	1.8	17.5	17.6
Socio-Economic Status								
Subsidized meals	1,457	98.8	45.7	41.7	11.6	1.0	12.6	17.6
Full-pay meals	595	99.5	23.6	47.5	25.0	3.9	28.9	17.6

Mathematics								
All students	2,055	99.9	41.4	45.6	10.3	2.7	13.0	15.5
Gender								
Male	1,053	99.7	42.5	44.9	10.0	2.6	12.6	15.5
Female	1,002	100.0	40.3	46.2	10.7	2.8	13.5	15.5
Racial/Ethnic Group								
White	923	99.8	29.6	49.6	15.6	5.1	20.7	15.5
African-American	1,119	99.9	51.4	42.2	5.8	0.5	6.4	15.5
Asian/Pacific Islander	2	100.0						15.5
Hispanic	9	100.0						15.5
American Indian/Alaskan	1	100.0						15.5
Disability Status								
Not disabled	1,785	99.9	37.8	48.0	11.3	2.9	14.2	15.5
Disabled	270	99.6	74.0	23.6	1.4	1.0	2.4	15.5
Migrant Status								
Migrant		0.0						15.5
Non-migrant	2,055	99.9	41.4	45.6	10.3	2.7	13.0	15.5
English Proficiency								
Limited English proficient	1	100.0						15.5
Non-limited English proficient	2,054	99.9	41.4	45.5	10.4	2.7	13.1	15.5
Socio-Economic Status								
Subsidized meals	1,457	99.9	48.3	42.6	7.6	1.4	9.1	15.5
Full-pay meals	595	99.7	25.0	52.6	16.7	5.7	22.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	302		26.7	41.0	29.7	2.7	32.3
	Grade 4	337		30.7	51.8	16.6	0.9	17.5
	Grade 5	355		38.7	50.6	10.8		10.8
	Grade 6	302		40.5	42.1	15.7	1.7	17.4
	Grade 7	334		35.4	51.4	11.4	1.8	13.2
	Grade 8	298		39.4	48.5	11.4	0.7	12.1
2003	Grade 3	333	99.7	28.4	41.6	26.1	4.0	30.0
	Grade 4	326	98.8	30.1	46.4	22.2	1.3	23.5
	Grade 5	371	99.2	46.5	45.3	7.6	0.6	8.2
	Grade 6	352	98.6	48.3	40.1	10.7	0.9	11.6
	Grade 7	320	99.4	43.1	44.7	10.5	1.7	12.2
	Grade 8	353	98.6	44.6	43.0	11.1	1.3	12.3
Mathematics								
2002	Grade 3	302		42.0	40.3	14.7	3.0	17.7
	Grade 4	337		41.3	38.0	14.5	6.3	20.8
	Grade 5	355		54.1	36.9	5.8	3.2	9.0
	Grade 6	302		47.0	40.7	9.0	3.3	12.3
	Grade 7	334		58.4	30.1	9.0	2.4	11.4
	Grade 8	298		50.2	45.1	3.4	1.3	4.7
2003	Grade 3	333	100.0	28.6	55.3	13.5	2.6	16.1
	Grade 4	326	99.7	34.6	46.3	14.6	4.5	19.1
	Grade 5	371	100.0	50.0	43.8	4.1	2.1	6.2
	Grade 6	352	100.0	47.3	37.0	11.8	3.9	15.8
	Grade 7	320	99.4	44.3	44.9	8.4	2.4	10.8
	Grade 8	353	100.0	49.5	42.0	7.8	0.6	8.5

**STATE PERFORMANCE ON NATIONAL TESTS**

**Terra Nova:** a national, norm-referenced achievement test.

Percentage of students scoring in the upper half, 2002								
Grade	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
3	49.2	50.0	51.5	50.0	58.2	50.0	54.8	50.0
6	57.6	50.0	49.0	50.0	51.2	50.0	51.4	50.0
9*	56.1	50.0	46.8	50.0	51.6	50.0	51.2	50.0

\* Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

**National Assessment of Educational Progress:** a national, criterion-referenced achievement test.

			Percent of students scoring							
Test	Grade	Year	Advanced		Proficient		Basic		Below Basic	
			State	Nation	State	Nation	State	Nation	State	Nation
Reading	8	2002	1	3	23	30	44	43	32	25
Writing	4	2002	1	2	16	26	65	58	18	14
Mathematics	8	2000	2	5	15	22	37	38	45	34

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
<b>All Students</b>	221	95.9%	232	7.3%	291	71.5%
<b>Gender</b>						
Male	89	94.4%	84	3.6%	128	57.0%
Female	132	97.0%	148	9.5%	163	82.8%
<b>Race or Ethnic Group</b>						
African American	96	92.7%	119	1.7%	153	66.0%
Hispanic	1	I/S	0	N/A	0	N/A
White	124	98.4%	111	13.5%	136	77.9%
Other	N/A	N/A	2	I/S	2	I/S
<b>Disability Status</b>						
Non-speech disabilities	5	80.0%	7	0.0%	33	33.3%
Students without disabilities	216	96.3%	225	7.6%	0	76.4%
<b>Migrant Status</b>						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	38	86.8%	232	7.3%	0	N/A
<b>English Proficiency</b>						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	221	95.9%	232	7.3%	289	72.0%
<b>Lunch Status</b>						
Subsidized meals	111	92.8%	120	0.8%	156	69.2%
Full-pay meals	109	100.0%	112	14.3%	135	74.1%

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**2002-2003 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2002	2003	2002	2003	2002	2003
District	449	433	473	447	922	880
State	488	493	493	496	981	989
Nation	504	507	516	519	1020	1026

ACT	English		Math		Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
District	17.9	16.8	18.6	17.7	18.3	17.1	18.9	18.0	18.6	17.5
State	18.8	18.7	19.1	19.0	19.3	19.4	19.2	19.2	19.2	19.2
Nation	20.2	20.3	20.6	20.6	21.1	21.2	20.8	20.8	20.8	20.8

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

	2002	2003		2002	2003
Carver-Edisto Middle	Yes	Yes	Edisto Elementary	Yes	Yes
Lockett Elementary	Yes	Yes			

**DISTRICT PROFILE**

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n= 4,239)</b>				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.8%	Down from 6.2%	3.2%	4.0%
Attendance rate	94.2%	Down from 100.0%	94.2%	95.4%
Meeting grade 1 & 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	7.4%	Down from 7.9%	9.0%	10.7%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.4%	Down from 8.9%	10.6%	10.6%
Older than usual for grade	5.6%	Down from 6.9%	5.6%	5.5%
Suspended or expelled	1.7%	Down from 2.2%	1.9%	1.6%
Enrolled in AP/IB programs	8.2%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	60	Up from 15	70	186
Completions in adult education GED or diploma programs	18	Up from 2	20	40

**Teachers (n= 290)**

Teachers with advanced degrees	45.2%	Up from 43.8%	44.0%	47.8%
Continuing contract teachers	88.3%	Up from 86.1%	83.2%	82.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.8%	Up from 88.7%	88.0%	89.5%
Teacher attendance rate	95.0%	Up from 94.8%	95.3%	95.1%
Average teacher salary	\$40,433	Up 0.3%	\$37,915	\$39,707
Prof. development days/teacher	12.8 days	Up from 10.9 days	12.8 days	11.3 days

**District**

Superintendent's years at district	1.0	Down from 5.0	7.0	3.0
Student-teacher ratio	20.4 to 1	Up from 17.0 to 1	21.0 to 1	20.6 to 1
Prime instructional time	86.8%	Down from 93.2%	88.2%	89.0%
Dollars spent per pupil*	\$7,581	Up 4.0%	\$7,139	\$7,412
Percent spent on teacher salaries*	55.6%	Up from 52.4%	53.8%	56.0%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
Parents attending conferences	95.0%	Up from 89.3%	90.3%	96.1%
Number of schools	8	No change	7	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Portable classrooms	1.5%	Up from 0.3%	2.5%	3.5%
Average age in years of school facility	10	N/A	34	26
Number of schools with SACS accreditation	8	N/A	5	8

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

**Abbreviations for Missing Data**

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**SCHOOL DISTRICT GOVERNANCE****Board Membership**

7 trustees elected to single-member seats

**Fiscal Authority**

District Board/County Board/Referendum

**Average Number of Hours of Training Annually** 15.0 per board member**Percent new trustees completing orientation** N/A**DISTRICT SUPERINTENDENT'S REPORT**

The Education Accountability Act of 1998 requires that each district in the state issue a report card indicating the performance of students and other important indicators that directly impact student performance. You will, from this report card, see a quality rating for both absolute performance (what students did this year as compared to state standards) and improvement performance (students' progress over time). These ratings will give you an idea of how we are doing as a district compared to other districts in South Carolina. This year's report card is for the 2002-2003 school year, and this narrative was written prior to the district receiving test data or ratings for the 2002-2003 school year. Currently, one aspect of the report card focuses on the Palmetto Achievement Challenge Test (PACT) result; in the near future the report card will reflect the newly implemented end-of-year tests in Biology and Algebra I and the new High School Assessment Program (HSAP).

The district used last year's results to identify students who needed academic assistance in mathematics and reading/language arts. The district offered after-school tutoring and summer programs to those students. Teachers received training in teaching and assessing the standards by utilizing a new computer software program and the district implemented the Standards in Practice (SIP) program. First grade teachers continued to use the Literacy First program to improve reading skills through direct instruction in phonics, fluency, vocabulary, and comprehension. Accelerated Reading was used in grades one through twelve and Accelerated Math was begun on a limited basis with plans for full implementation in 2003-2004. Every effort was made by the district to continue improvement efforts despite mid-year budget cuts by the state that resulted in a loss of over one million dollars of anticipated funding.

The administration, faculty, and staff of Orangeburg Consolidated School District Four appreciate the opportunity to serve our students and community. Please visit our web page at [www.orangeburg4.com](http://www.orangeburg4.com). Your comments and insights on our educational programs are welcomed.

Dr. Sandra F. Tonnsen  
Superintendent

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal